MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

RHODES STATE COLLEGE

CRITERION 1: MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

RSC is guided by a distinct mission, derived from its chartered role as a technical college Ohio Revised Code 3357.01 (RD87); providing programs that lead to the associates of applied business, applied science and technical studies degrees; as well as a variety of certificates. The charter, however, is driven by the College's intrinsic ideals that ultimately make up the RSC Mission Statement.

The mission documents, in which the statement is articulated, have evolved since the 2001 Comprehensive Visit. The statement itself has not changed dramatically, since it was first approved by the Board of Trustees on February 20, 2001 (RD32-Board of Trustees Minutes); however, the intrinsic ideals and commitments have been clearly defined within the mission documents. These elements articulate a broadened focus that expands the former "technical college mindset" to one that more comprehensively embeds the ideals of general education into the curriculum and thinks beyond borders, to focus on a diverse and global society. This paradigm shift from a "technical college mindset" better aligns RSC with the broader purpose of all higher education institutions.

The current RSC Mission Statement was reaffirmed by the Board of Trustees on October 17, 2006. It is a living commitment to those we serve.

Figure 1-1: RSC Mission

RSC Mission Statement

As a College that exists to change lives, build futures and improve communities through higher learning, Rhodes State College seeks to become the college of choice in west-central Ohio.

The attributes and ascribed expectations articulated in the set of mission documents make RSC distinctive. The mission documents serve as the foundation for decisions and practices at RSC. They are the measure against which the College's effectiveness is assessed by the Board of Trustees, administration, faculty, staff, students and the community. Through continuous improvement, the mission is reviewed, as are integrity, the structures, and the processes necessary to fulfill the mission.

Core Component 1a:

The organization's mission documents are clear and articulate publicly the organization's commitments.

Key Mission Documents

1a-1: The board has adopted statements of mission, vision, values, goals, and organizational priorities that together, clearly and broadly define the organization's mission.

The RSC mission is reflected in several Board of Trustees-approved Mission documents:

- Vision and Mission Statement
- Extended Statement of Institutional Purpose
- Strategic Plan
- Policies of the Board of Trustees

These documents define the College's purpose, core values, role and scope, curricular focus, functions and overall commitments to its publics. The mission documents serve as the foundation for policies and practice, guiding the behaviors and decisions of the Board, administration, faculty, staff, and students. These mission documents are articulated publicly in various venues.

Reflections on the mission, its ideals, and standards are incorporated into a variety of institutional documents; such as policies, publications, process and procedures manuals, syllabi, as well as multi-level planning and assessment documents. Two key mission documents, however, are defined as the board-adopted, overarching documents that summarize the College's commitments to its stakeholders:

- Vision and Mission Statement
- Extended Statement of Institutional Purpose (ESIP)

Vision and Mission Statement

The Vision and Mission Statement is based upon the Collins/Porras model for developing a vision framework. Rather than articulating an explicit vision statement, this model assumes that the vision is an aggregate of the core values, purpose, and mission. The framework was first adopted by the Board of Trustees on February 18, 2003 and by the RSCFA on March 21, 2003. The vision framework became the foundation on which the College's institutional effectiveness model was built.

Figure 1-2: RSC Vision and Mission Statement

VISION

The RSC Vision is the foundation for what we do. The vision defines our organization and shapes how we establish and achieve our goals. Our roadmap for the College's future agenda grows directly from the vision. The RSC Vision consists of our Core Values, Purpose, and Mission.

CORE VALUES

Integrity: Value trust and honesty

Caring: Committed to meet the needs of others

Responsibility: Do competently what is supposed to be done, when it is supposed to be done

Respect: Treat people with dignity and fairness

Quality: Take pride in excellence

PURPOSE

To change lives, build futures, and improve communities through higher Learning.

MISSION STATEMENT

As a college that exists to change lives, build futures and improve communities through higher learning, Rhodes State College seeks to become the College of choice in west-central Ohio.

Source: 2007-2008 RSC Catalog

The Vision and Mission Statement describes the College's vision as the foundation for what the College does, defining and shaping how it establishes and achieves its goals. The Statement clarifies that the College's future agenda grows directly from the purpose, values, and mission (RD17-2007-2008 RSC Catalog, p. 9). Through the Statement, RSC articulates a commitment to provide an effective higher learning experience for individuals in west-central Ohio, thus impacting the three intertwined elements of the College's purpose statement – to change lives, build future, and improve communities.

Extended Statement of Institutional Purpose

The Extended Statement of Institutional Purpose (see Appendix D: ESIP) was first approved by the Board of Trustees on February 18, 2003, as the College was developing its system for institutional effectiveness. After a pilot year, the ESIP was reviewed by the College Compass Council and recommended edits were submitted to the President. The revised version was approved by the Board of Trustees on September 22, 2004. As part of the strategic and institutional effectiveness system improvement phase, the Extended Statement of Institutional Purpose (ESIP) was again reviewed, and minor edits made. The revised version was reaffirmed by the Board of Trustees on October 15, 2006 with the adoption of the 2006-2009 Strategic Plan.

The ESIP more clearly defines the vision and clarifies what the College's commitments of purpose, values, and mission imply. Within the ESIP, 11 mission criteria are defined, which represent mission arenas pursued by RSC. The mission criteria statements guided the development of the model for institutional effectiveness (**Figure 1-3**: Compass Rose).

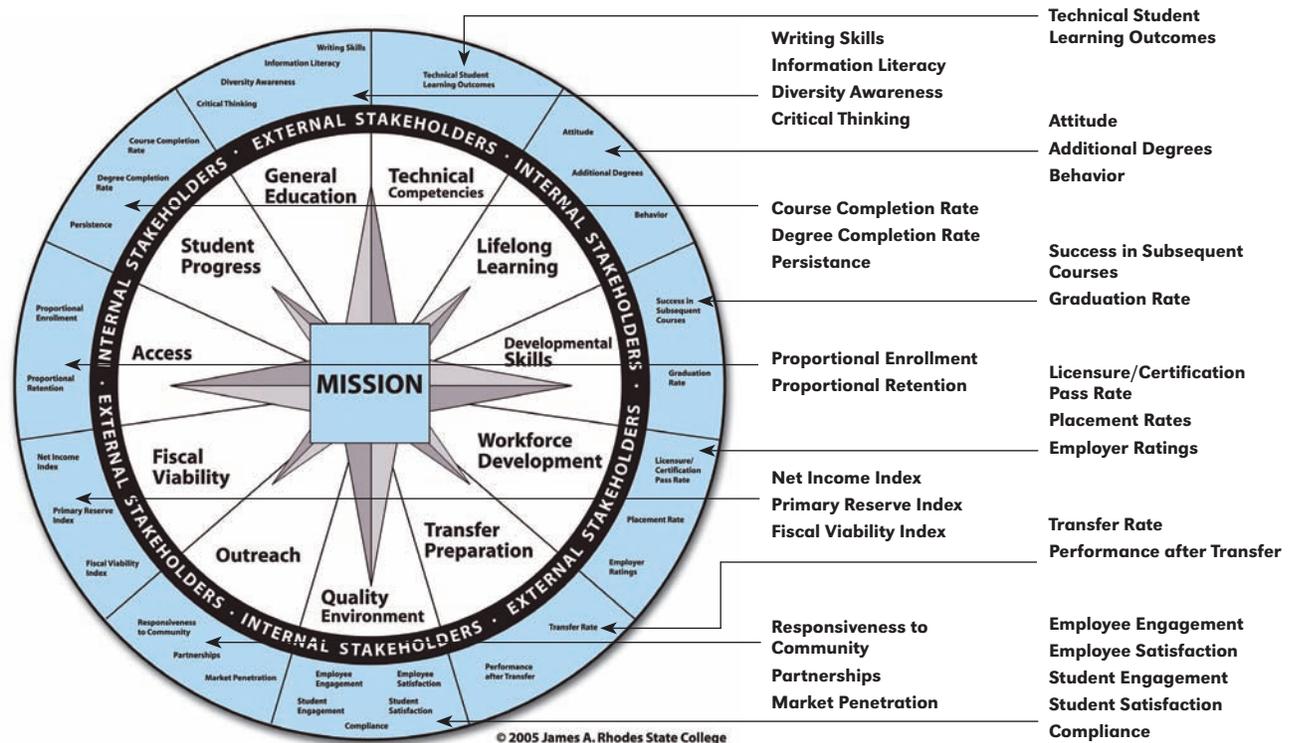**Figure 1-3: COMPASS ROSE - Model of Institutional Effectiveness**

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Table 1-1: Mission Criteria (Inner Circle of Figure 1-3)

Access	Lifelong Learning	Quality Environment
Student Progress	Developmental Skills	Outreach
General Education	Workforce Development	Fiscal Viability
Technical Competencies	Transfer Preparation	

The College monitors its effectiveness by means of these criteria (see **Table 1-1**). Key performance indicators, depicted in the outer circle of the Compass Rose, serve as standards to assess the effectiveness of each mission criterion. The College's effectiveness is determined based on how well the assessment results match its mission. The findings and recommendations derived from the assessment of effectiveness are communicated to the identified internal and external stakeholders. Outcomes of the effectiveness assessments are reviewed, incorporated into the environmental scan, and used to develop organizational priorities and planning strategies to advance the mission and impact the College's overall effectiveness.

Supporting Mission Documents

Two supporting documents that articulate the aforementioned key mission documents include:

- 2006-2009 Strategic Plan

- Policies of the Board of Trustees

The 2006-2009 Strategic Plan uses the key mission documents (2007 Vision and Mission Statement; 2005 Extended Statement of Institutional Purpose) as the foundation for planning priorities. As a future-oriented institution, the College engages in a strategic planning process designed to identify its direction and priorities and to capture emerging trends that could impact the Strategic Plan, which is monitored annually with recommended improvements documented and tracked throughout the three-year cycle (RD62-e-SIEPS Institutional Effectiveness Plan).

The Strategic Plan is built upon the commitments outlined in the mission documents. As such, the purpose, values, and mission of the College are used as the basis for identifying organizational priorities, and are incorporated into its strategic goals, objectives, and activities, which thrust the mission documents into action. The current plan entails six strategies:

- Create Dynamic Learning Environments;

- Maximize Collaborations;

- Maximize Access;

- Increase Resources;

- Increase a Qualified and Diverse Workforce; and

- Create a "Portal to the Future" Image.

The Plan is monitored for its impact on mission achievement through continual assessment of the mission criteria's key performance indicators. Because the mission documents serve as the foundation for the Strategic Plan, they also guide the Equipment and Technology Master Plan, Facilities Master Plan (RD81-Master Planning Manual), and all unit plans that support Strategic Planning. The institutional mission documents serve as the foundation for program/department unit level planning. Through an electronic assessment and planning application (e-SIEPS), all program/department missions, goals and objectives are linked to the College's mission, strategic goals and objectives.

The Policies of the Board of Trustees also support the key mission documents through the expressed values and expectations for behavior by and for both the Board members and the President. The updated Board policies, approved on May 19, 2007, now articulate an expanded focus on a diverse and global society in the same way that the College expanded its focus in the Extended Statement of Institutional Purpose. This alignment suggests a clear articulation of commitment across Board-adopted mission documents.

Mission Documents Define Constituents Served

1a-2: The mission, vision, values, and goals documents define the varied internal and external constituencies the organization intends to serve.

The commonality among the mission documents is the College's commitment to serve the educational, training, and leadership needs of a diverse and global society within west-central Ohio. The internal and external constituents of RSC are defined in the Vision and Mission Statement as the individuals and communities of west-central Ohio. The Extended Statement of Institutional Purpose more clearly defines the constituents we intend to serve as:

- prospective, first-time entering, continuing, and returning students;
- students with diverse socioeconomic, academic, and personal characteristics;
- students needing educational development to prepare them for college-level coursework;
- students seeking transfer to a four-year institution;
- graduates;
- alumni;
- community businesses, industries, and other educational institutions;
- College's learning community consisting of all employees.

The 2006-2009 Strategic Plan (RD10) identifies the College constituents as a "variety of individuals, groups, organizations, and agencies, all of whom are impacted by or have influence over our activities" (p. 9). More specifically, the Plan states, "Students; faculty; staff; the Board of Trustees; alumni; the Foundation Board; Advisory Committees; community organizations; local, state, and federal government; accreditation agencies/ commissions; media; educational institutions; business; and industry, all are stakeholders important to our success" (p. 9). The Policies of the Board of Trustees (RD34) clearly are aligned with the Ohio Revised Code and a commitment is made to serve the Ohio Board of Regents and other local, state, and federal agencies; the communities in the service area; a diverse and global society; and the College learning community.

Strong Commitment to High Academic Standards and Student Learning

1a-3: The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning.

1a-4: The mission documents state goals for the learning to be achieved by students.

The College Vision and Mission Statement establishes a commitment to excellence through its core value of Quality, defined as taking pride in excellence. Supporting and flowing from the College's Vision and Mission Statement, are the Academic Mission

Statement and Program Mission Statements (RD82). The Academic Value for Quality, defined as the "Expectation of excellence in teaching and learning" (p. 40) promotes a commitment to academic excellence. The Academic Vision promotes lifelong learning through its statement, "To kindle a passion for learning" (RD17-2007-2008 RSC Catalog, p. 40).

Programs are linked to institutional mission criteria and articulate expected levels of academic achievement that prepare graduates for careers. For example, the Medical Assistant Program Mission links to the institutional mission criteria of lifelong learning, and states:

> The Medical Assisting program exists to develop students into ethical, critically thinking members of the healthcare team who assist their physician employers to meet the diverse needs of their patients, patients' families, and the community in general. Qualified faculty members provide an environment that includes delivery of a dynamic curriculum applying the learning domains that strives to foster life-long personal growth, achievement of educational goals, demonstration of competencies and core skills, and the ability to contribute meaningfully to their community and profession (RD82-Program Unit Assessment Plans, MAT, e-SIEPS).

The Extended Statement of Institutional Purpose clearly describes the achievement levels expected by the institution. It implies levels of academic excellence through the standards set for general education, Technical Competencies, Lifelong Learning, Developmental Education Preparation, and Transfer Preparation. These mission criteria are compared to both internal and external standards. The College's intended level of achievement is set higher than the mean average of the external standards when available. At the program level, measurable objectives are established for the program assessment and planning documents. These stated outcomes/objectives are articulated in Program Handbooks (RD100) and/or on the course syllabi. Though not all standards have been achieved, the College professes an expectation for excellence in these areas and plans strategies for improvement.

The expectation for academic excellence is also supported in the Philosophy of General Education (RD17). Developed in 2002 the Philosophy serves as the basis for defining the College's general education mission criteria and has become an expectation for all programs at the College. The Philosophy sets an expectation for learning in the areas of communications and humanities, mathematics, life and physical sciences, and social and behavioral sciences. These are articulated for each program in the RSC Catalog.

Through the 2006-2009 Strategic Plan (RD10), the College commits to academic excellence via its six strategies. For example, Strategy 1, Goal 1 expects the College to "Shape and support programs, services, and facilities that contribute to relevant and holistic learning opportunities." In Strategy 2, Goal 1, Objective 1, the College commits to "Expand K-20 partnerships to advance educational opportunities and contribute to regional educational attainment." Academic excellence is impacted by the qualifications

of the faculty. Strategy 5, Goal 1 requires strengthening "the College's employee recruitment and retention system to increase the number of qualified and diverse faculty and staff."

Finally, in the Policies of the Board of Trustees (RD34), academic excellence is supported in Policy 1.2, Board Goals, which states that the Board will, "serve as a unified and harmonious voice in promoting the College's purpose and vision to area residents." (p. 2-4) Quality (defined as taking pride in excellence) is one of the Core Values articulated in the Institutional Vision, The Board's endorsement of the Core Values is indicative of its commitment to high academic standards that sustain and advance excellence in higher learning.

Mission Review and Revision

1a-5: The organization regularly evaluates and, when appropriate, revises mission documents.

The review of the College's Vision and Mission statement, as well as the functional and program/department unit mission statements, was established in 2002 and is depicted on the 2002-2005 Strategic and Institutional Effectiveness System Map (see Appendix E). As noted on the Map, the continuous improvement process entails a review of the College's mission documents during the Improvement Phase. The process was intended to be mirrored by the functional areas and program/department units; however, this was not clearly understood by all stakeholders. During the reflective process as this report was prepared, it was determined that there was not a guardian of the missions. Mission statements, especially at the divisional and programmatic levels, were occasionally changed without the proper oversight of an institutional authority. While generally these changes were mandated by an altered offering or external authority such as an accrediting body, the lack of oversight at an institutional level could cause an individual unit to fall out of alignment with the institutional mission and jeopardize institutional effectiveness. A Rhodesside Assistance Intervention #6 (RD105) was invoked by the President to the Executive Staff to address the need for more direct institutional oversight of mission reviews and revisions.

Changes to the Vision and Mission Statement directly impact the Extended Statement of Institutional Purpose (ESIP) and Strategic Plan. Changes made during the Improvement Phase (SIEPS Map) of continuous improvement would generate a review and potential changes to the Extended Statement and Strategic Plan. At the same time, the Academic Mission Statement and program/departmental unit missions will be reviewed for alignment. Within the Policies of the Board of Trustees, an expectation is set for policy review (Policy #2.1). Evidence suggests that after their review in 1992, the policies were not reviewed until the Report of a Comprehensive Visit 2001 (RD119) suggested doing so (p. 9). The former President and Board Chair began a review in 2004. The review was not completed until May 18, 2007 in collaboration between the current College President and the current Board chair. All Board members were involved in the process, at varying levels.

Availability of Mission and Mission Documents

1a-6: The organization makes the mission documents available to the public particularly to prospective and enrolled students.

RSC recognizes the importance of articulating its mission and achievement levels to the public. The Compass Rose (**Figure 1-3**) depicts internal and external stakeholders and identifies them in the various key and supporting mission documents. The College has taken efforts to articulate and disseminate the principles, ideals, and commitments in its mission documents, and make them broadly available through a variety of venues. Although internal articulation is provided through the intranet, published reports, and presentations, external access to mission documents through the website is limited.

Since 2002, the Vision and Mission Statement has consistently been published in the College Catalogs and posted on an intranet document repository – the SIEPS Map. The catalog is distributed to all area guidance counselors each year during a fall event (to which all high school counselors and over 60 select College/University admissions representatives are invited). The catalog is also distributed to prospective students upon request, and copies are provided to all administrators, faculty, and staff. Additional copies are made available in on-campus offices for distribution to visitors. Copies are sent to the Allen County Public Library, the Chamber of Commerce, and to realtors who request copies for distribution to their clients. Finally, the Vision and Mission Statement is publicly articulated and reviewed during the strategic planning retreats, held every three years. In 2005, over 400 internal and external stakeholder participants were involved in the discussion.

Programs and Divisions are encouraged to publish the statements in their program or divisional handbooks and on each course syllabus. During the review regarding public articulation of mission documents, however, a concern was raised about inadequate emphasis upon the College Vision and Mission Statement in relation to unit missions. For example, the College's Mission Statement was difficult to find in the 2006-2007 RSC Catalog and when found, was overshadowed by the Academic Affairs Mission Statement. In another case, the College's Mission was overshadowed during orientations when the unit mission statement for the Advising Office was presented with no mention of the College Mission. A related concern was raised during the 2007 CLARUS (marketing and branding consulting firm) marketing and branding research which identified that Solutions…etc. uses a logo that bears no resemblance to the College logo, uses colors that differ from the College's royal blue color scheme, and makes no association with RSC's mission, resulting in confusion as to the division's affiliation with RSC.

Recognition of these issues related to public articulation of the mission documents was the catalyst for a Rhodesside Assistance Intervention (RD105). Therefore, the College Mission was positioned more prominently in the 2007-2008 RSC Catalog (RD17) and further review of the location and consistent use of the mission on the College's website is underway. A usage statement that will ensure the clear articulation of the mission in future published documents will be developed and incorporated into the Integrated Marketing Plan as part of Strategy 6 of the 2006-2009 Strategic Plan.

Access to the Vision and Mission Statement and unit level mission statements on the website was found to be difficult due to website navigation issues and the challenge of ensuring that documents on the web are up-to-date (RD18 -2008 CLARUS Corporation Report). During a search on mission statements, it was noted that several old mission statements were found in certain locations and layers while updated versions of the same mission were located in other layers of the website.

Another website issue relates to accessing institutional and unit mission statements on the SIEPS Map - an internal document repository accessible to all College employees through the intranet. During new employee training and update training for current employees, the Map is presented and discussed. Unfortunately, as the SIEPS Map is being updated with new programming features, the former Map has not been maintained to the extent needed to use for training purposes. A Rhodesside Assistance Intervention #5 (RD105) was established through which the former 2002-2005 SIEPS Map was archived, and the 2006-2009 Map is being used to house the most current information.

The Extended Statement of Institutional Purpose (ESIP) (see Appendix D) is available only to internal employees via the intranet and hardcopy training materials for Strategic and Institutional Effectiveness. The institutional mission criteria definitions articulated in the ESIP are located on the e-SIEPS electronic planning and assessment tracking application, and elements of the ESIP are articulated to students to increase their level of understanding about the mission criteria. For example, the general education mission criterion is measured through key performance indicators related to core skills and abilities. Two of those skills are writing and diversity awareness. In support of the general education criteria, a Statement of Commitment to Diversity is presented in the First-Year Experience course (SDE 101) to articulate and clarify what diversity means at RSC. Diversity and writing rubrics are also shared and discussed with students in SDE 101, clarifying the College's expectations about student achievement. The general education core skills and abilities are located on the College's website in two locations. One describes the skills and abilities, and the assessment methods (http://www.RhodesState.edu/applications/e-portfolio/submit/index.asp). The other provides information on the results of the assessments, and was a statewide project for the public institutions in Ohio (http://www.RhodesState.edu/visitors/studentsuccessplan/).

The Strategic Plan is the only mission document to be posted on the College's internet and accessible to the public. The Strategic Plan is printed and disseminated in hardcopy to multiple constituents, including the Board of Trustees, administration, all faculty and staff, program advisory committee chairs, and community leaders. New employees receive a copy during the hiring process. Copies are made available to the programs and departments as needed for external partners or guests of the College. The Plan is incorporated into discussions at Cabinet meetings, Strategy Team meetings, and during the annual budget hearings. In 2006, the President expanded the number of individuals participating in the budget hearings from just the Executive Staff and Deans, to include the Chairs and Directors. Thus, assessment results of unit level strategic actions are discussed in relation to the strategic goals and objectives, enabling clarity of unit level commitments supporting the College from all units of the College.

As of May 2006 the Policies of the Board of Trustees (RD34) have been posted on the RSC website. Each Board member has a hardcopy, as do the College President and members of Executive Staff.

Core Component 1b:

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

RSC's mission documents reflect the College's effort to embrace diversity in a manner reflective of its core values and purpose, demonstrating beliefs and codes of behavior that promote the dignity and worth of all individuals. The mission documents have expanded the functional role of the College to serve a diverse and global society. The College has committed to these efforts through its strategic planning.

Mission Documents Place Value on Diversity

1b-1: In its mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission.

The Vision and Mission Statement has an implicit and ideal commitment to diversity within its values and purpose to change lives, build futures, and improve communities through higher learning. The College is committed to serving individuals in west-central Ohio communities, which include a diverse population with diverse learning needs. The values express that the College is committed to meet the needs of others, and to treat people with dignity and fairness. Although not explicit to diversity, the clear intent is to serve all individuals through these values and common purpose.

The mission document that addresses diversity most explicitly is the Extended Statement of Institutional Purpose (see Appendix D). It states, "We are dedicated to providing an accessible quality education for students of all socio-economic and cultural backgrounds." It also states, "A focus is placed on foundational skill development and general education core skills and abilities in preparing students for effective citizenship in a diverse and global society and to achieve success in a chosen field." Within the definitive nature of mission criteria definitions, the common purpose, and commitment to diversity at the institution is more prevalently addressed. For example, both the Access and General Education mission criteria describe an explicit commitment addressing a common purpose of diversity as follows:

- **Access** to educational services and academic programs is provided to students with diverse socioeconomic, academic, and cultural backgrounds in order to assure that students have the opportunities and tools they need to complete their educational goals.

Core Component 1b:

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

General Education preparation is provided through a program designed to embed specific foundational competencies and abilities across the curriculum of all academic programs.

Commitment to diversity is also evidenced in the College's stated General Education Philosophy (RD17-2007-2008 RSC Catalog, p. 41) and included in the third core skill and ability (global and diversity awareness) designated for campus-wide academic assessment in every program area (RD17-2007-2008 RSC Catalog, p. 43). Collectively these commitments indicate that the College strives to embed the practice of diverse thinking within all curricula so that students, and in particular graduates, cultivate those skills central to functioning as effective citizens in a diverse and global society.

As a result of a 2004-2006 Diversity Action Plan (RD57), a Statement of Commitment to Diversity was established to articulate and affirm the College's commitment to honor the dignity, diversity, and worth of each individual. This Statement has been active within the College since November 13, 2005, when it was introduced via the Diversity Action Plan Executive Summary for approval by the College's Compass Council and President. The Statement of Commitment to Diversity espouses "RSC values the pluralistic nature of our society reflected in diversities of race, ethnicity, religion, social class, gender, age, sexual orientation, physical capabilities, and psychological functioning. The College recognizes the strengths and challenges that come with social variety and thus promotes diversity in its vision and practices" (RD-17-2007-2008 RSC Catalog, p.41).

The 2006-2009 Strategic Plan (RD10) is guided by six Strategies. Attention to diversity is evident in Strategies 1 and 3 but most heavily permeates Strategy #5: Increase a Qualified and Diverse Workforce. This Strategy is supported by goals and objectives that focus on common purposes regarding diversity. Goal 1 speaks to hiring and retention practices. Goal 2, regarding an environment that embraces and supports diversity in its programs, services, learning opportunities, and employment, speaks to the entire campus community.   Goal 3 directs the College to "Cultivate a campus climate that contributes to an inclusive and diverse campus community."

The Policies of the Board of Trustees (RD34) also includes an implicit commitment to diversity in its values and common purpose. Section 1.2, Goal 1 states, "the Board demonstrates a spirit of collaboration and mutual purpose in advancing the mission." (p. 2-4) Goal 2 commits the Board to serving as a unified and harmonious voice in promoting the College's purpose and vision to area residents.

Mission Reflects Educational Function in a Multicultural Society
1b-2: The mission documents present the organization's function in a multicultural society.

The College operates in a diverse and changing society. The Extended Statement of Institutional Purpose (see Appendix D) speaks to the College's role in this diverse and global society. The Access mission criteria best states the educational function of the College in a multicultural society as, "creating institutional opportunities and student tools that create a level playing field--- a situation in which all those involved have an equal chance of completing their educational goals."

The expectations for diversity awareness are, as stated previously, articulated through the General Education and Developmental Education mission criteria. The Quality Environment criterion speaks to the importance of student engagement with diversity while at the College. Students engaged in diverse educational settings will have experiences more reflective of the society where they will live and work.

Aligned with the Strategic Plan, the Facilities Master Plan and Equipment and Technology Master Plan, all of which are in different levels of development, address service expectations through discussions of accommodations and appropriate support services for persons with disabilities or gender or age-related interests and needs. An Academic Master Plan, in particular, is being developed and incorporates strategies to address an increase in minority faculty and students. In addition, an Enrollment Management Plan, which will incorporate targeted goals for a diverse population of students, is slated for development. (RD81-Master Planning Manual)

Through their mission statement, the Policies of the Board of Trustees (RD34) support this function in a multicultural society, stating, "The Board of Trustees will exercise its statutory authority to assure that RSC fulfills its mission of serving as the primary provider of regionally responsive and globally current technical training, education, and consulting" (Policy 1.1, p. 2-3). In addition, Policy 2.2 – Board Governing Style affirms that through an outward vision, the Board will specifically "maintain currency in global and local trends and issues" (p. 2-8).

Commitment to Dignity and Worth

1b-3: The mission documents affirm the organization's commitment to honor the dignity and worth of individuals.

Review of the Mission Documents revealed that a commitment exists to honor dignity and worth. The Vision and Mission Statement, included in the 2006-2009 Strategic Plan (RD10), articulates a core value for Respect, defined as a commitment to "Treat people with dignity and fairness." The Extended Statement of Institutional Purpose includes the core values that refer to treatment of people with dignity and fairness. The Policies of the Board of Trustees also confirm this commitment in Policy 2.3 – Board Code of Conduct, indicating that all members of the Board are encouraged to present their ideas and thoughts, implying respect and worth of all members of the Board. Collectively the key mission documents confirm the commitment to honor the dignity and worth of individuals.

Mission-Driven Codes of Belief and Expected Behavior

1b-4: The organization's required codes of belief or expected behavior are congruent with its mission.

Codes of expected behavior include those articulated for the Board, President, faculty, staff, and students. The expected behaviors for the Board are outlined in the Policies of the Board of Trustees; Policy 2.3 – Board Code of Conduct. The President's expected behavior is also outlined in the board policies in Policy 3.3 – Presidential Code of Conduct, as well as in Policy 4.2- Treatment of People. The Student Code of Conduct (Policy 10.1) provides expectations for student behavior, as do all employee policies (https://intranet.rhodesstate.edu/departments/human_resources/emp_pols.asp). Common to these expected behaviors is an inherent value for professionalism, ethics, and dignity. The impact of values on policy development is demonstrated in **Table 1-2**.

Table 1-2: Policies Reflecting the Core Values of the Institution

Policy Name/#	Institutional Core Values				
	Integrity	Caring	Responsibility	Respect	Quality
5.10 Equal Opportunity for Individuals with Disabilities	√	√	√	√	√
5.12 Infectious Disease Policy	√	√	√	√	√
5.2 Sexual Harassment	√	√	√	√	√
6.10 Non-Smoking Policy	√	√	√	√	√
6.16 Fair Labor Standards and Wage Payment Act Policy	√	√	√	√	√
6.4 Holidays	√	√	√	√	√
6.75 Military Leave	√	√	√	√	√
Title IX Anti Discrimination	√	√	√	√	√

Source: Intranet | Human Resources | College Policies

The Faculty Handbook details expected faculty behavior, as well as the rights and responsibilities concerning the faculty association. The Handbook does not include an explicit code of faculty conduct.

Mission Documents Support Strategies to Address Diversity

1b-5: The mission documents provide a basis for the organization's basic strategies to address diversity.

The Extended Statement of Institutional Purpose (ESIP) identifies the College as a state-assisted public institution. This role enables RSC to provide access to learners who might not otherwise attend through such opportunities as state funding for at-risk student scholarships. Students with diverse needs are targeted for enrollment.

In its Access mission criterion, the ESIP sets a standard that supports strategy development for the recruitment and retention of diverse student populations. The Access criterion is measured through proportional enrollment and proportional retention, meaning that the College seeks to enroll students at a rate comparable to the assigned service area, and/or Ohio Technical College Sector mean; and to retain diverse populations at the same rate as the College's general population. Strategies designed to promote proportional enrollment of minority students include outreach to the Lima City Schools; work with Community groups, such as the YMCA-Black Achievers; and the governor's appointed Closing The Achievement Gap group (RD40). Gender is another disproportionate area. Fall 2006 data from the OBOR 2008 Statistical Profiles (RD86) indicate that females encompass 71% of the College's enrollment, a rate 10% higher than the Ohio Technical College Sector mean. Using the expected standards as commitments, the 2006-2009 Strategic Plan (RD10) incorporates strategies to address areas needing improvement via strategic goals, objectives, and actions, which are clearly linked to the mission and its criteria in the e-SIEPS. Further details of these examples and other outreach activities related to diversity will be discussed in Criterion 5.

Core Component 1c:

Understanding of and support for the mission pervade the organization.

Core Component 1c:

Understanding of and support for the mission pervade the organization.

Because RSC "exists to change lives, build futures, and improve communities through higher learning", the Board of Trustees, administration, faculty, staff, and students must have a clear understanding of the College's mission in order to maximize its achievement.

An understanding of the RSC mission is evidenced through how it (a) informs planning and budgeting decisions; (b) influences curricular and program development; (c) affects changes in student support services; (d) defines the standards by which outcomes are assessed; and (e) guides the actions for continuous improvement.

Understanding and Supporting the Mission

1c-1: The board, administration, faculty, staff, and students understand and support the organization's mission.
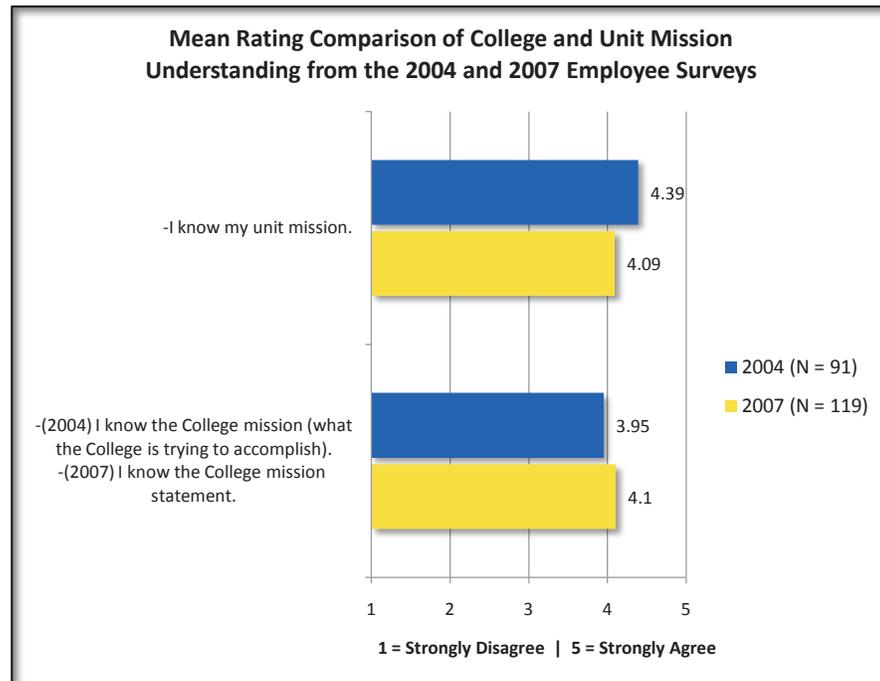
Board, Administration, Faculty and Staff Understanding

Understanding and support of the mission by the board, administration, faculty, and staff is most visibly demonstrated through the 2006-2009 Strategic Plan (RD10). The Strategic Plan is derived from the mission, as evidenced by the link between goals and objectives and the mission criteria outlined in the Extended Statement of Institutional Purpose. The Vision and Mission Statement and its Extended Statement of Institutional Purpose serve as the foundation for converting the mission from commitment statements into actionable goals and objectives. Support for the mission is evidenced through the financial allocation directed toward the Strategic Plan, totaling $5,785,750. Funding was identified to support the implementation of the 2006-2009 strategic actions. Support for the mission is also evidenced through its reaffirmation by the Board of Trustees on October 17, 2006.

In 2007, as part of the Self-study process, a Core Component Questionnaire (RD12) asked administrators, academic chairs, directors, and committee chairs to respond to a variety of core component-related questions. One question was, "What are your perceptions of the RSC mission?" Responses demonstrated that an understanding existed about the mission's role to inform planning and budgeting and about its commitments to stakeholders. Examples include:

- [The mission's role is] the compelling force behind college planning, budgeting, and its operational activities.

- [The mission informs us in] preparing the Academic Master Plan… developing the [student learning outcomes] assessment process… how we will assess that we are indeed accomplishing our mission.

- [The mission] is used to design, collect, conform, organize, analyze, report, and facilitate the use of information to advance institutional effectiveness through informed decision-making by the learning community.

- [The mission] focuses on providing students with the information they need to make informed and positive decisions with regard to their education and career choices.

- [My program] identifies most with the community partnership and workforce development arenas.

- [The mission advances access, student progress, outreach, quality environment, and lifelong learning.

The Employee Survey: Perceptions of Institutional Climate and Effectiveness (RD122), conducted in both 2004 and 2007, demonstrates a strong level of administrative, faculty and staff understanding of both college and unit mission (see **Figures 1-4**).

Figure 1-4: Mean Rating Comparison

Mean Rating Comparison of College and Unit Mission Understanding from the 2004 and 2007 Employee Surveys

-I know my unit mission. — 4.39 (2004), 4.09 (2007)

-(2004) I know the College mission (what the College is trying to accomplish).
-(2007) I know the College mission statement. — 3.95 (2004), 4.1 (2007)

2004 (N = 91)
2007 (N = 119)

1 = Strongly Disagree | 5 = Strongly Agree

Source: 2004 and 2007 Employee Surveys | IR

In support of the survey data, during summer and fall of 2007, Town Hall Meetings were held to disseminate information and gather data from faculty and staff. Comments to the question "Do people understand the mission?" have been:

- Fulfilling the mission is measured by the success of students.
- Overall awareness of [the] mission has improved.
- [The] Mission is future oriented and can be linked to cross cutting themes.
- All units are supportive of the mission.

Students Understand the Mission

Exiting student understanding of RSC's mission was assessed during their 2008 Capstone Course. Students were asked to first write the mission with no prompts, and then after receiving the actual mission statement were asked to share their understanding of its impact. Among all students assessed, the main focus on their response either with or without the prompt of the mission statement was that they were prepared for or expected a better future. Students also perceived RSC's mission was one of educating students

with the skills and abilities to successfully achieve a degree and a job or career. Many spoke about the fact that the College created a better or more fulfilling life for them, their families or the communities in which they will live. A few went so far as to say that RSC's mission involved improving society. These student perceptions align with the purpose and mission of the College, which states, "As a College that exists to change lives, build futures, and improve communities through higher learning, Rhodes State College seeks to become the College of Choice in west-central Ohio (RD112-Student Mission Understanding Survey).

Understanding is gained when mission documents are unambiguous and clear in nature. The survey perceptions demonstrate a self-declared understanding of mission; however, a clear understanding is directly evidenced when it leads to mission-driven actions, impacting outcomes, and moves the College toward mission fulfillment.

Inherent in the mission statement is the ideal, that by focusing on the intertwining elements of its purpose - to change lives, build futures, and improve communities through higher learning - the College commits to improve its operations and work towards becoming the College of choice in west-central Ohio.

A number of RSC's collaborations and partnerships demonstrate an understanding of the College's mission. With the purpose incorporated into the College's mission, a clear focus is often placed on support for changing lives, building futures, and improving communities through higher learning. These actions impact the Outreach mission criteria as demonstrated through strategic partnerships and market share.

Collaborations Change Lives, Build Futures, and Improve Communities

Collaborative partnerships with service area high schools provide students in small rural communities with access to higher learning experiences they might not otherwise have been afforded. Engagement in higher learning can influence choices for post-secondary education or specific career decisions. For example, Miller City High School partners with RSC to offer a bio-medical course that provides an academic experience that may impact a student's thinking regarding a career path in the biosciences. RSC offers area high school students various opportunities to enhance their scope of career paths and advance their studies, through articulated credit, advanced standing, concurrent enrollment, dual enrollment, revenue sharing agreements, and the Post Secondary Education Option Program (PSEOP). These collaborations have enhanced the growth in PSEOP enrollments over the past four years (see Figure 1-5).

Figure 1-5: PSEOP Enrollment Trends Fall 2004 - Fall 2007

Post-Secondary Enrollment Options (PSEOP) Students
Fall First-time and Enrollment Levels for 2004-2007
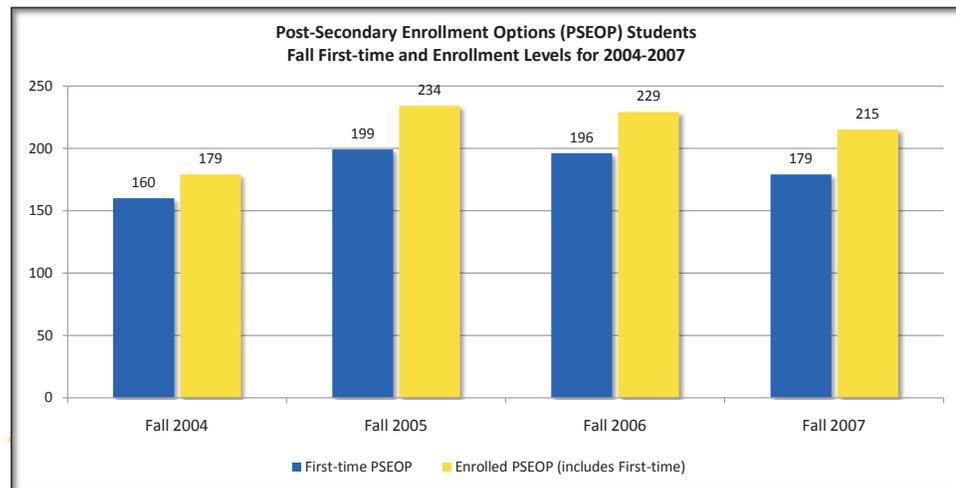
Source: HEI | Restricted Query (codes A, B, X, Y) | Banner Enrollment Tables | IR
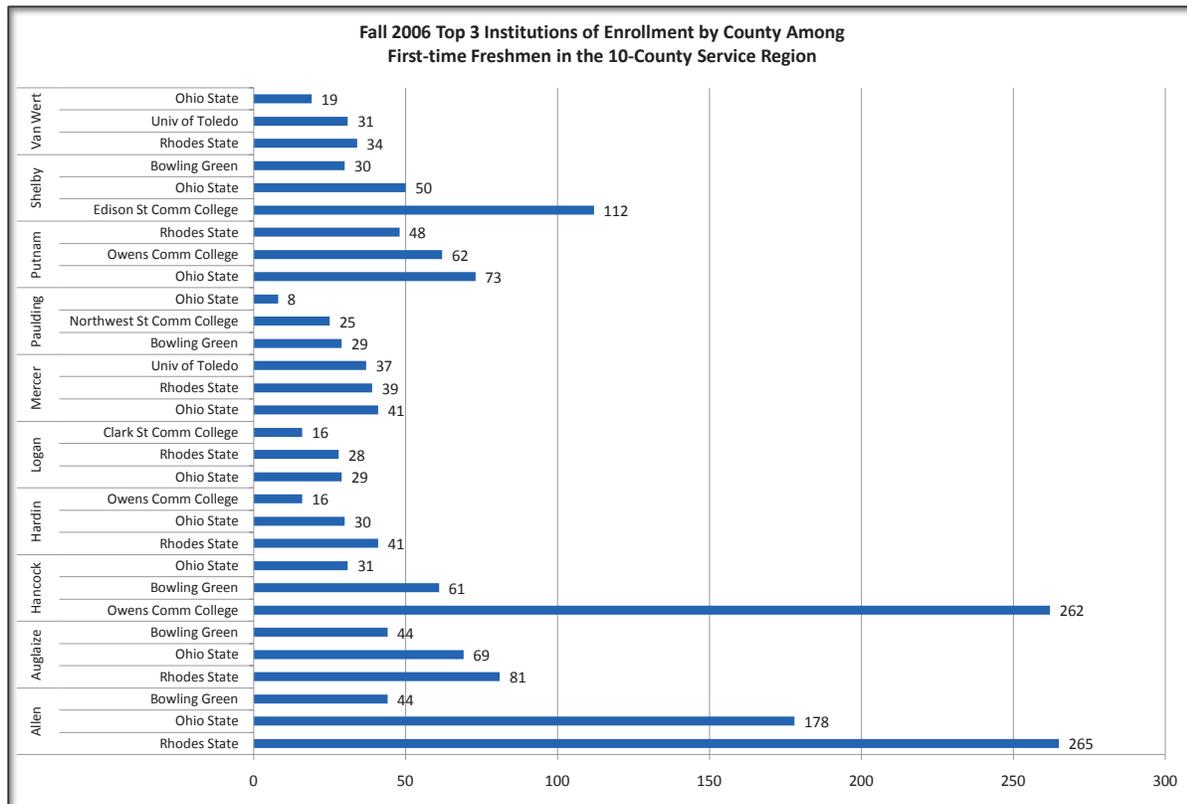
The commitment to "build futures" and "improve communities" is evidenced through the collaborative partnerships RSC has developed with healthcare organizations and other institutions of higher education. For example, a partnership with Joint Township District Memorial Hospital in St. Mary's, Ohio has enabled Radiographic Imaging students to receive clinical experience with state-of-the-art digital imaging. Through enhanced job skills, students enhance their own futures and their communities.

In 2002, the Nursing Expansion Project established a partnership between RSC and a consortium of area hospitals focusing on improving communities. The purpose of the initiative was to ease the nursing shortage in west-central Ohio. The collaboratively established goals have been achieved, increasing nursing student enrollments by 68% and increasing nursing graduates from 77 in 2002 to 152 in 2007.

In a more recent collaborative initiative, RSC was awarded a $1.99 million grant to establish the Northwest Ohio Allied Health Education Consortium in conjunction with other area post-secondary institutions to provide students interested in allied health careers with access to additional career programs through combined resources. This expanded service, implemented during fall 2008 will "change lives" through higher learning by providing students with viable career paths; and "improve communities" by producing skilled graduates for the healthcare industries in previously underserved areas. These partnerships are discussed further in Criterion Five.

Partnership initiatives emerge from a clear vision and support RSC's goal to become the College of choice in west-central Ohio. **Figure 1-6** shows that in fall 2006, RSC is the first college of choice in 4 out of 10 counties among first-time freshmen. It is the second or third college of choice in 3 other counties. The remaining three counties of Hancock, Paulding, and Shelby are closer to other community colleges or four-year universities, making it more difficult to draw commuter students from those regions.

Figure 1-6: Top 3 Enrollments By Institution for the 10 County Service Area

Fall 2006 Top 3 Institutions of Enrollment by County Among First-time Freshmen in the 10-County Service Region

County	Institution	Value
Van Wert	Ohio State	19
	Univ of Toledo	31
	Rhodes State	34
Shelby	Bowling Green	30
	Ohio State	50
	Edison St Comm College	112
Putnam	Rhodes State	48
	Owens Comm College	62
	Ohio State	73
Paulding	Ohio State	8
	Northwest St Comm College	25
	Bowling Green	29
Mercer	Univ of Toledo	37
	Rhodes State	39
	Ohio State	41
Logan	Clark St Comm College	16
	Rhodes State	28
	Ohio State	29
Hardin	Owens Comm College	16
	Ohio State	30
	Rhodes State	41
Hancock	Ohio State	31
	Bowling Green	61
	Owens Comm College	262
Auglaize	Bowling Green	44
	Ohio State	69
	Rhodes State	81
Allen	Bowling Green	44
	Ohio State	178
	Rhodes State	265

Source: HEI | Restricted Queries | Banner Enrollment Tables | IR

Curricular and co-curricular developments also support the College mission. As described in its mission documents, access, student progress, general education, technical competencies, and student development represent key commitments to students. As charged by the 2006-2009 Strategic Plan, the College is working to create dynamic learning environments and achieve the mission criteria. Examples of curricular developments leading to learning environments that help to achieve the mission include:

- Curricular Integration of General Education Core Skills and Abilities;

- Expansion of the General Education Core Distribution Requirements;

- One night a week Business Administration Program;

- Learning Communities; and

- Service Learning Initiatives.

With regards to co-curricular student programming and engagement, the College has reached out to minority communities through programs with the City of Lima and specific programs such as YMCA-Black Achievers. The College hired an Outreach Director to engage underserved populations. Student Activities sponsors on-campus

diversity-related activities intended to strengthen diversity awareness such as a Safe-Space orientation conducted during fall 2007. These types of developments will be discussed further in Criteria 2 and 5, and mission-driven actions are documented in the program/department level plans (SIEPS Map; e-SIEPS).

Mission-Driven Strategic, Budget and Planning Decisions

1c-2: The organization's strategic decisions are mission-driven.

1c-3: The organization's planning and budgeting priorities flow from and support the mission.

The Strategic and Institutional Effectiveness Planning System Map (SIEPS Map) outlines the process for annual and strategic decision-making. Through these processes, decisions and planning priorities link to and flow from the mission.

As an evolving process, budget planning and development has periodically undergone changes. The President has worked with the Business Office to make the budget process and decision-making more transparent and inclusive. The annual budget hearings, which formerly engaged only senior administration, are now open to and include discussion with Deans, Chairs, and Directors. In addition, the program/department units align their plans and outcomes standards with the Strategic Plan and present relevant assessment results at the budget hearings. Decisions about continuing and/or new budget requests are linked to specific outcomes, justifying the requests. The Business Office collects the information and summarizes requests and justifications for submission to the President for review with the Executive Staff. A preliminary budget that supports the institution's mission and strategic goals is developed (RD116-Budget Hearing Materials). Upon final review by Executive Staff, the President presents the final budget to the Board of Trustees for approval.

This process incorporates a feedback loop regarding financial requests based on the assessment of outcomes. Open discussions at each planning level create a better understanding of how funding priorities are determined through the use of outcomes-based decision-making.

Mission Alignment

1c-4: The goals of the administrative and academic subunits of the organization are congruent with the organization's mission.

RSC has made a concerted effort to show how the mission flows throughout the departments and programs. An assessment of mission alignment was conducted at the start of the new planning process. In 2002-2003, the administrative departments showed a 3.59 level of achievement for mission alignment (on a scale of 5). In 2003-2004, mission alignment increased to a cumulative score of 4.13. During that same year, academic program assessment plans were assessed showing a cumulative score of 3.94 on a scale of 5 (see **Figure 1-7**).

Figure 1-7: Mission Alignments for Academic Programs
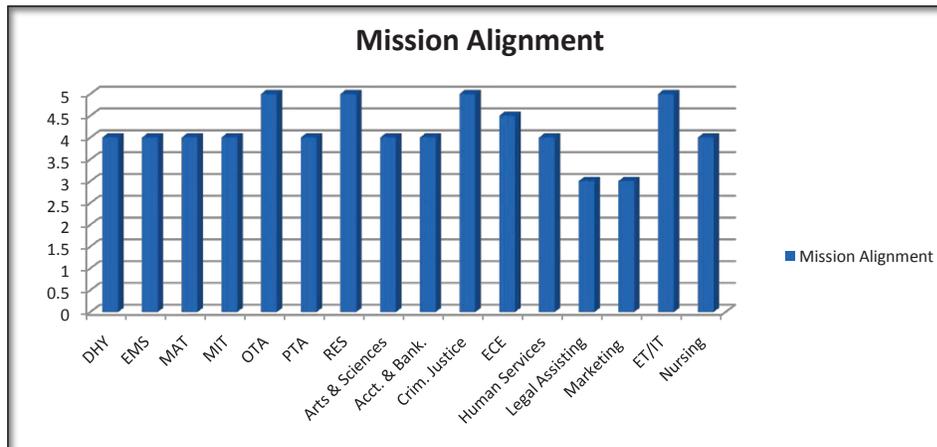
Mission Alignment

Source: Review of Unit Assessment 2002-2003 | ADAPT

Beginning in 2006-2007, mission alignment has been automatically linked via the e-SIEPS application. Review of the unit/program mission statement(s) occurs annually during the improvement phase of the assessment cycle.

The congruency between the goals of administrative units and academic programs and the College's mission is documented within the e-SIEPS electronic planning and assessment application. Mission criteria, key performance indicators, strategic goals, and objectives in the e-SIEPS are programmed to connect directly to the elements of unit planning as they enter their plans. Understanding of the alignment, accessed via congruency questions from the 2007 Core Component Questionnaires (RD12), indicates a strong level of understanding.

Representative questions and the responses to them include:

■ How does the mission of your department/program fit the College's mission? (Question 2a. Criterion 1)

■ Our mission statement emphasizes the same qualities on a micro level.

■ Our mission…was developed to compliment and maintain continuity between the institution and the program.

■ Our mission was written with the college's mission in mind.

■ [Our] program's mission emphasizes the areas that coincide with the college mission.

■ Our departmental mission supports the goals of the college's mission.

How do the activities of your department/program support the College's mission?

- Students and their needs come first.

- By enhancing the education of our students, developing and offering continuing education to our graduates…, and providing in-service training to various community agencies.

- [Program] provides instruction… and prepares for the future by modifying the curriculum for the community needs.

- [Program] provides practitioners who live, build, and improve our communities.

Consistent Use and Articulation of Mission

1c-5: The organization's internal constituencies articulate the mission in a consistent manner.

The consistent use and articulation of the College's mission statement is supported though the alignment of the program/department unit missions with the College's mission. The process for annually updating planning and assessment information strengthens the articulation of a clear and consistent message. An underlying issue that exists, however, is the lack of systematic and consistent updates to employee manuals, policies, and web pages that articulate various missions. When updates occur, there is no official process for updating related sources with the same information. For example, a review of the College's website found that the Institutional Research mission posted on its webpage differed from the one posted in the planning and assessment tracking tool.

During Self-study Town Meetings, internal constituents provided valuable insight and recommendations regarding predominance and consistency in use of the institutional mission. Thus, the College mission will now be prominently featured during student orientation sessions (in the past the Admissions/Advising Center mission was displayed without reference to the College Mission). Similarly, new employee orientations will now include an introduction to the College Mission and its role as a guiding principle.

Core Component 1d:

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

RSC has organizational structures and processes in place that enable the institution to fulfill its mission. However, members from all levels and groups within the institution are not always involved in a manner that allows them to influence those decisions.

RSC's governance and administrative structures (see Appendix: F, Organizational Chart) have evolved further since the 2001 site visit. Administrative structures required redefinition in some instances to enable more effective leadership. Governance structure and processes are currently being re-defined to support a higher level of collaboration and involvement.

Policies and Practices Focus on Mission

1d-1: Board policies and practices document the board's focus on the organization's mission.

In 1995, the Board of Trustees adopted a model of board leadership developed by using the model of Policy Governance, formulated by John Carver and Miriam Mayhew [Carver] (1994), as a primary reference point (Policies of the Board of Trustees, p. 2-1). This type of governance is intended to separate issues of organizational purpose (ENDS) from other organizational issues (MEANS), placing a primary focus on expected institutional outcomes (ENDS). One of the principles of policy governance is that a board judges by monitoring the extent to which select criteria are achieved. The Board Policies "reflect an enlightened approach to board governance, an approach based on trust, empowerment, cooperation, delegation, and ends determination" (p. 2-1). Through a policy-governance approach, the Board of Trustees focuses more on the College's mission and its outcomes, while the president is held responsible for all College operations. The Board Policies, guided by this model, were reviewed and reapproved on May 15, 2007.

The focus on the College's mission is seen in the ends category of Board Policies. For example, the Policy 1.1, Board Mission (p. 2-3) states:

> *The Board of Trustees will exercise its statutory authority to assure that James A. Rhodes State College fulfills its mission of serving as the area's primary provider of regionally responsible and globally current technical training, education, and consulting.*

In addition, Policy 1.2 lists four goals established by the Board of Trustees, one of which is to "demonstrate a spirit of collaboration and mutual purpose in advancing the mission of the College" (p. 2-4). One of the goals is to conduct its business in accordance with the Board's Annual Calendar. This enables timely monitoring of reports regarding measurement activities that demonstrate the achievement of mission criteria.

Effective Leadership

1d-2: The board enables the organization's chief administrative personnel to exercise effective leadership.

The Ohio Revised Code clearly describes the responsibility and authority of the Board of Trustees to ensure effective oversight and performance of the College. The Policies of the Board of Trustees (RD34) further clarifies the Board's authority and responsibility:

Statutory authority for the governance of James A. Rhodes State College is vested in the Board of Trustees per ORC 3357 et. seq. The Board of Trustees, however, delegates significant authority and responsibility for administering and managing the technical college to the President (Policy 2.2, Board Governing Style, p. 2-8).

The policy governance model establishes the principles, policies, and regulations that guide the Board of Trustees and the President in managing the College. The Policies of the Board of Trustees, however, call for a balance in relationships between the Board of Trustees, the College President, and the College staff. For example, Policy 2.2 states that "the Board will be guided in its governance of the College by strategic leadership and an outward vision rather than by a preoccupation with administrative detail and an internal parochialism" p. 2-8). It also states, "In its relationship with the College, the Board will recognize and respect the clear distinction between the Board and staff roles" (p. 2-8). The Board enables the chief executive officer to exercise effective leadership by transferring authority for management of the College to the President, who, in turn, assigns management of day-to-day operations to the appropriate members of her Executive Staff who create the means by which the ends are achieved.

Administrative Structure

The Administrative structure, though it has evolved through a number of iterations, has always been clearly articulated to constituents. RSC's Administrative Structure demonstrates the level of authority and decision making within the organization.

The College administrators, referred to as the Cabinet, include the President and the Executive Staff. The Executive Staff, as depicted on the Organizational Chart (see Appendix F), includes four Vice Presidents - Academic Affairs, Business, Institutional Advancement, and Student Affairs; the Executive Director for Institutional Effectiveness/Assistant to the President for Planning; the Director for Human Resources; and the Director for Solutions, etc… (Business and Industry Training arm of the College). The Executive Staff members, while responsible for the effective management of their areas, are primarily responsible for making recommendations that represent the interests of the College. The RSC Organizational Chart (see Appendix F) depicts reporting relationships between the President, College administration, and each level of line reporting.

The effectiveness of communication at RSC has been an ongoing issue as the College continues to grow and change its structures. Communication from administration has recently come under scrutiny. As identified in the 2007 Employee Survey (RD122), a downward shift (3.7 out of 5 in 2004 to 3.0 in 2007) was observed regarding the effectiveness of the College leadership's communication. During 2006 Compass Council discussions on governance, it was noted that committee and administrative decisions or initiatives were not always communicated to the College community. The then cross-functional style of communication was built upon the premise that individual leaders, who wore multiple hats, would serve on various committees (e.g., Academic Affairs Council, Student Affairs Council, Enrollment Information Committee) and communicate matters of discussion back to their units. Although communication from those individuals was provided to their respective areas, it was not always disseminated to the College community. The cross-functional design, intended to improve communication across specific areas, often marginalized other areas of the College. During the time that these governance discussions were taking place, a focus on more efficient processes began, and a paradigm shift from the cross-functional leadership structure to a more vertical communication structure occurred. By moving to a structure where most leaders now have focused roles, individuals were transitioned off the cross-functional committees.

The 2007 CLARUS Corporation marketing and branding study presenters verbalized that one of the distinctive traits of the institution is its relationship management. The issue of communication, arising out of assessment, became a focus of the administration, which recognized the impact of communication on an institution that highly values relationships. In the spirit of continuous improvement, two improvements were made. First, the proposed shared governance structure, being piloted fall 2008, became a priority. It is intended to improve communication and enhance internal relationships among all groups at the College. Second, in order to improve timely communication with the organization, the College President meets monthly with the President of the RSCFA and at least once a quarter with the RSCFA Executive Committee (RD97-President's Schedule of Executive Committee Meetings) to discuss shared issues of concern, and receive input regarding faculty developments. The College President periodically provides open "Conversations with the President" sessions for any faculty and staff who wish to attend (RD44-Conversations with the President Schedule), and holds fall and spring Presidential Forums for communicating major topics of change and upcoming activities to the College Community (RD96-President's Forum Presentations).

Governance Defined and Understood

1d-3: The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.

1d-6: Effective communication facilitates governance processes and activities.

During 2006-2007, the College's governance committee structure was reassessed. A proposal for a formalized shared governance model arose as a result. The model incorporates many former committees into its structure, while enabling a more prominent role for the RSCFA. The model is clearly premised upon the creation of representative groups for students and all other employees thereby enhancing communications and opportunities for shared discussion of policy, procedure, and program and planning effectiveness decisions.

2002-2007 Governance Committee Structure

Table 1-3 lists all former College Committees that advised the College Compass Council, President, and/or Executive Staff. Some committees had cross-functional representation; others did not. Advisory reporting, although identified, was not consistently channeled to all area leaders, leaving gaps in communication to the administration and College community.

Table 1-3: RSC College-Wide Committees 2002-2007

Committee Name	Advisory To
College Compass Council	President
Academic Affairs Council	VPAA
RSC Faculty Association (RSCFA) Executive Committee	President / VPAA
Adjunct Faculty Committee	VPAA
Enrollment Information Committee (EIC)	President / VPAA / VPSA
Developmental Education Committee (DEC)	VPAA
Academic Curriculum Team	VPAA
Academic Division Assessment Planning Team (A.D.A.P.T.) Subcommittees: Academic Master Plan (A.M.P.) Learning Outcomes Improvement Team (L.O.I.T.)	VPAA /Compass Council
Student Affairs Council	VPSA
Support Unit Improvement Team	Compass Council/ Executive Staff
Data Management Team	Compass Council /Executive Director IE
Benefits Committee	President /Director HR
Diversity Action Training and Education (DATE)	Compass Council

Source: Compass Council

Some committees had operated more as decision-making bodies rather than as advisory bodies. Although RSC Faculty Association has had a long-standing committee structure, its influence on College-wide matters of governance was often limited. In 2002, the Vice President for Academic Affairs developed a governance structure for the Academic Affairs Division, yet the other functional areas were not charged to develop a comparable paradigm. In 2006, the College Compass Council reviewed the existing governance structure only to find that it was unclear and misunderstood, and it marginalized other units (RD42-Compass Council Meeting Minutes, 11/30/06, 1/11/07, 2/8/07).

2008 Shared Governance Model

The College has historically struggled with the concept of governance. One step in the creation of shared governance was the creation of a collaborative body, the Compass Council, tasked with setting policy and driving the Strategic Plan. Originally formed in 2002, the Compass Council included the members of the President's Executive Staff and other key administrative personnel along with faculty. The Compass Council brought together the Executive Staff (heads of the seven functional areas of the College) along with key decision makers in other areas to work in a collaborative fashion to provide guidance to the President. Unfortunately, the initial structure of the Council was perceived as too autocratic and lacking in closure to be of benefit (RD42-Compass Council Meeting Minutes, 02-08-2007).

The College has continued to evolve this process. The current framework of the proposed shared governance structure has been driven by the President, who recognized a dichotomy between administration and governance. The vision for a transparent, inclusive governance structure has been a point of discussion since 2006.   Recent changes to the Compass Council have begun to broaden the representation in the decision making process by including the President of the RSC Faculty Association. The College President, in conjunction with the Compass Council and College constituents are continuing to refine the model. The President communicated the first working draft during the Fall Quarter 2007 Presidential Address (September 12, 2007). Following discussions in the Self-study Town Meetings, it became evident that the College community lacked a common vision and understanding of the difference between organizational management and shared governance. A Rhodesside Assistance Intervention #13 (RD105) was presented to the President to address the lack of understanding. The President and Compass Council determined that a College-wide awareness communication campaign was necessary to ensure a successful introduction of the new structure. The communication campaign was deployed during winter quarter 2008 and continued into spring 2008, with the President holding over 20 sessions across all segments and units of the College community. Students, administrators, staff, and faculty all will play increasingly influential roles in decision-making, and communication among all

constituents will be an important and expected outcome. According to the latest approved draft (Compass Council Meeting Minutes) (9/13/07) definition for Governance, "Shared governance is an inclusive process by which the College Community has the opportunity to influence decisions on matters of planning effectiveness, policy, procedure, and programs."

Qualified Individuals Within the Structure

1d-4: People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.

Board of Trustees

The current Board of Trustees is comprised of a mix of individuals representing business, industry, government, and healthcare. These individuals are directly involved in the College's planning, financial, and instructional oversight activities, therefore achieving their responsibility to advance the institutional mission.

Since the College is currently chartered in Allen County, board membership is limited to residents of Allen County despite the fact that the College serves residents of a ten county area. Full terms of appointment are for three years with unlimited reappointment. Current Board membership is detailed in **Table 1-4**.

Table 1-4: Members of the RSC Board of Trustees

Trustee	Appointed by	Date of Initial Appointment
Wilfred J.G. Ellis, M.D., Chair	School Board Caucus	1996
Jack Spratt, Jr., DDS, Vice Chair	School Board Caucus	2007
Kenneth M. Clemens, D.D.S.	School Board Caucus	1981
Margaret S. Vollmer	School Board Caucus	2000
Richard L. Rapp	School Board Caucus	1996
Keith Cunningham	Governor	2007
John Paradore	Governor	2007

Source: Office of the President

The Board of Trustees of RSC has legal, statutory, and fiduciary authority and responsibility for the College. All duties of the Board are defined in Chapter 3357.09 of the Ohio Revised Code (RD87). In support of their responsibility, and as stated in their mission:

> *...the Board will provide visionary leadership and governance in maintaining the values of lifelong learning and professional growth and development as the guiding principles of the College"*
> *(Policy 1.1, p. 2-3).*

In keeping with its mission, the Board members value education and participate in professional development activities that continue to assure their qualifications to carry out their responsibilities. For example, the Trustees are involved in state and national higher education organizations, such as the Ohio Association of Community Colleges (OACC), American Association of Community College Trustees (ACCT), and American Association of Community Colleges' National Legislative Summit, held annually in Washington. D.C. During the Summit, a delegation of two-year colleges, including the Board of Trustees members, meet with U. S. Senators and Representatives to present and discuss priority issues of the two-year colleges in the nation. Additionally, the Board of Trustees are involved in training to support their value for lifelong learning and professional growth. In 2007, the Trustees engaged in ethics training.

Administrative Staff

The Board of Trustees, while reserving oversight within their charge, has entrusted and delegated the daily operation of the College to its President and Executive Staff (RD34-Policies of the Board of Trustees, Policy 3.2, p. 2-22). As shown in the College's Organizational Chart (see Appendix F), the President relies upon the advice and input from the leaders of seven operational areas: Academic Affairs, Business and Treasurer, Institutional Advancement, Student Affairs, Institutional Effectiveness, Human Resources, and Solutions, the business and industry training functional unit for the College.

The President and her Executive Staff all have educational backgrounds and higher education experiences in their respective areas. Collectively they provide the vision and direction for the College. Complete professional vitae for each administrator are available (RD95-President and Administrative Staff Vitae Manual).

Curriculum and Academic Integrity

1d-5: Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.

The Academic Curriculum Committee is charged with assuring curricular quality, rigor, and program productivity. This committee, in existence since 2002 under the auspices of the Vice President for Academic Affairs, was designated as a standing committee in the 2008 proposed shared governance structure. This committee consists of faculty members appointed by the RSCFA as well as appointed staff.

The Academic Integrity Council exists to protect the academic standards and integrity of the College. Procedures are outlined in sections 10.6, 10.15, and 10.16 of the disciplinary procedures in the Code of Student Conduct (RD17-2007-2008 RSC Catalog, p. 255). Section 10.6 and 10.15 identify the shared responsibility of faculty, chairpersons, and VPAA.

Evaluating and Strengthening Processes

1d-7: The organization evaluates its structures and processes regularly and strengthens them as needed.

In 2002, partially in response to concerns expressed by the HLC comprehensive site visit team, the academic structure was revised through restructuring of the existing divisions and appointment of Deans for each of the five newly restructured academic divisions: Allied Health, Arts & Sciences, Business and Public Services, Information Technology and Engineering Technology, and Nursing. Considerations in determining the divisional boundaries included related disciplines, rough parity in head-counts, physical plant, etc.

Upon the arrival of a new President in 2006, further review of the administrative structure took place, this time focusing on the multiple roles held by many individuals especially those holding administrative positions. In an effort to provide the focus necessary to lead specific areas more effectively, several Executive Staff positions were shifted from having two or more areas of focus to a singular focus. For example, the Vice President for Student Affairs and Advancement position was split into two Vice Presidents' positions each with a focus on a major function of the College. In addition, the Executive Director of Institutional Effectiveness, who also served as the Associate Vice President for Student Affairs and the Dean of Student Development Education, reported to three supervisors: the President, Vice President for Academic Affairs, and Vice President for Student Affairs. This position evolved into the Executive Director of Institutional Effectiveness and Assistant to the President for Planning. Therefore, the former Student Affairs and Academic Affairs responsibilities assigned to this individual were combined and placed under a Dean of Student Development position. These changes are depicted on the newly revised organizational chart (see Appendix F).

Core Component 1e:

Core Component 1e:

The organization upholds and protects integrity.

The organization upholds and protects integrity.

Mission Aligned Activities

1e-1: The activities of the organization are congruent with its mission.

RSC acts in accordance with its mission. As a part of continuous improvement, most areas monitor and demonstrate a high level of integrity. Several improvements have been made regarding structure and process; several more are in progress. RSC engages in activities and initiatives that are all driven by its mission as detailed in Core Component 1c and further described in Criteria 2, 3, 4, and 5.

One of the core values at RSC, articulated in key mission documents, as well as the Policies of the Board of Trustees, is integrity. At all levels of the organization, integrity is evidenced through policies and procedures that ensure fair and consistent operations for both internal and external constituencies. The College abides by all applicable federal, state, and local regulations that govern and guide its operations as documented in Chapter 6.

Board Operations

1e-2: The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.

RSC operates pursuant to the Ohio Revised Code (RD87-ORC) sections 3357.01 to 3357.19, and is chartered by the Ohio Board of Regents for operation as a technical college, pursuant to section 3357.07. The Board of Trustees exercises the powers prescribed in ORC 3357.09, as necessary for the efficient management of the College. The Policies of the Board of Trustees (RD34) document contains the policies and processes that govern Board operation. Policy 2.1, Board Job Description further sets the standard for the Board to operate legally, as outlined in the ORC 3357.00. Additionally, Board Goal number four states that the "Board is to successfully conduct its business in accordance with the Board's Annual Calendar" (Policy 1.1, p. 2-3), speaking to the expectation for conducting operations with integrity.

In 2002, the former President identified the need to review and update the Board Policies and upon first review, determined that the Board Calendar was not being followed. According to Policy 4.1, the President is to "Advise the Board when, in his/her opinion, the Board is acting or about to act contrary to its own policies." Therefore, a further review was conducted between the President and the Board Chair, but the review was not completed under that President's tenure at RSC. In 2006, the current President also identified some inconsistencies in Board operations. Specifically, it was found that Policy 2.4, items 7, c-e were not in compliance; and that the Board calendar was not being fully followed. These areas of concern were supported by the 2001 HLC site visitors who suggested that "The President and the Board of Trustees should review Board Policies and Board standard operating procedures. The two are not fully aligned. It is important that the Board align its operating procedures and policies" (RD119-Report of a Comprehensive Visit 2001, p. 9). These areas have been brought under compliance by the Board in collaboration with President McCurdy. The Board Policies have been fully reviewed. Revisions were approved by the Board on May 15, 2007 (RD31-Board of Trustees Agendas and Meeting Minutes). Additionally, the Board agenda is adhered to as is evidenced through the agendas and meeting minutes (RD31). Thus, Board integrity is evidenced through compliance with the Board Policies.

Fiscal Integrity

Since part of the Board's goal is to serve as an informed entity and to ensure fiscal viability, an annual review of financial statements from the previous fiscal year is presented to the RSC Board of Trustees at every December meeting. For continual monitoring purposes, the Board of Trustees is also presented with a financial update, the Statement of Condition, at each monthly meeting.

As a state institution, RSC submits to an annual audit performed by an independent CPA firm chosen by the State Auditor's Office. The results of the exit conference can be

found in the Board of Trustees monthly meeting minutes and on the Ohio State Auditor's website at the following URL: www.auditor.state.oh.us. The RSC's annual budget is presented to the Board of Trustees, for approval, at the June meeting. The Board is also required to approve all purchases of over $25,000 (RD32-Board Meeting Minutes).

RSC is required to make quarterly and annual financial reports to the Ohio Board of Regents. These quarterly audits are completed on time. In addition, the Board of Regents may randomly perform audits of the College.

Regulatory Compliance

1e-3: The organization understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities).

RSC complies with the federal regulations of the Higher Education Reauthorization Act as outlined by the United States Department of Education, regarding Title IV, as outlined in the Compliance Chapter. The Financial Aid Office follows policies set forth in the Handbook of Federal Student Financial Aid for institutions participating in federal aid programs such as Pell grants, college work-study, and federal family educational loans. In addition, the College is required to comply with other Title IV program regulations and various other mandated federal and state regulations such as:

- Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g: 34 CFR Part 99) - Directory Information is identified by the College and annual notification is sent electronically to all registered students every Fall Quarter. The Notification of Rights is available in the Office of Student Records. Rules for disclosure are followed, and requests for educational records are tracked by the Office of Student Records. A copy of any request is also placed in the individual student's file.

- Gramm-Leach-Bliley Act (GLBA) – A security policy for federal information safeguarding required for institutions of higher education applies to student financial information and loan records, bank and credit card account numbers, income and credit histories and Social Security numbers in both paper and electronic formats as defined in 12 CFR § 225.28. Security measures are in place, but a Security Policy has not yet been developed. Upon learning of the gap in compliance, immediate action was taken to work with the Ohio Attorney General's Office to rectify any non-feasance.

- Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act (Campus Security Act) (20 U.S.C. § 1092(f) as part of the Higher Education Act of 1965). An annual report that contains three years' worth of campus crime statistics is published along with security policy statements, no later than October 1st, on the College's website.

- Megan's Law (Ohio's Sex Offender Registration and Notification – SORN; HB 180/1996) – The College has a sex offender link on its website, in order to provide notification to its students and constituents (http://www.RhodesState.edu/departments/campus_security/sexoffendlist.asp).

- Public Records Law (House Bill 9) – The College posts a policy for inspection of public records on its intranet and follows the standards it describes (https://intranet.RSCstate.edu/departments/human_resources/policies.asp).

- Solomon Amendment [Federal Register: October 23, 1998 (Volume 63, Number 205)] – As an institution that accepts federal funds, RSC allows military recruiters on campus as tracked through the Student Placement Office and the Admissions Office (i.e., Career Fair).

- The Student Right-to-Know and Campus Security Act of 1990 – All colleges and universities participating in Federal Student Aid Programs are required to disclose campus security policies, crime statistics, information on students receiving athletically related student aid, and graduation rates to current and prospective students. RSC complies with relevant portions of this act (e.g., the College awards no athletically related student aid).

Guidelines established by the Ohio Board of Regents for the offering and creating of degree programs are followed. Programmatic credit hour limitations are followed and, where necessary, presented to OBOR for approval if the number of credit hours exceeds the recommendations (for example in the Dental Hygiene program).

Clear and Fair Policies

1e-4: The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.

RSC is obligated to protect the rights of its employees and students. The policies and procedures, as well as the employee manuals and student handbooks, are evidence of our commitment to College values. In the statement of core values, the College places emphasis on treating people fairly and meeting their needs (see **Figure 1-8**).

Figure 1-8: RSC Core Values

RSC Core Values

Our core values are the underlying principles that are the basis for our vision, plans, policies, and actions. We hold ourselves accountable for adhering to these core values as we seek to fulfill the purpose and mission of RSC.

Integrity: Value trust and honesty

Caring: Committed to meet the needs of others

Responsibility: Do competently what is supposed to be done, when it is supposed to be done.

Respect: Treat people with dignity and fairness

Quality: Take pride in excellence

Source: 2007-2008 RSC Catalog | p. 9

Several general College policies support fair and equal treatment of individuals (see **Table 1-5**).

Table 1-5: Policies Supporting Core Values

Policy Number	Policy Title
5.10	Equal Opportunity for Individuals with Disabilities
5.12	Infectious Disease Policy
5.2	Sexual Harassment
5.3	Nepotism
6.10	Non-smoking Policy
6.16	Fair Labor Standards and Wage Payment Act Policy
6.4	Holidays
6.7.5	Military Leave
Title IX	Anti-Discrimination

Source: Intranet | Human Resources | College Policies

The implementation of clear and fair policies is also evidenced in student and College handbooks. These include:

- The Student Handbook documents the grade appeals process for students.

- RSC Code of Student Conduct details expectations and due process governing student behavior.

- The Student Grievance Policy details the procedures and due process for resolution of student complaints.

- The Faculty Handbook outlines the academic policies, practices processes, and College services that support teaching and learning; as well as the process for faculty grievances.

- The RSC Catalog documents the admissions procedures and placement policies for the College in general and for specific programs.

- Academic program requirements are listed in College publications such as the Catalog and F.Y.I. sheets and are available to all constituents.

- The Policies of the Board of Trustees manual clearly articulates the Board's relationship to the College administration and their ability to delegate appropriate responsibilities to that administration.

These policies and procedures establish and articulate the rights, responsibilities and employment or educational conditions that employees and students can expect.

Employee Policy Compliance

Employee policies address the conduct, rules and regulations, and terms of employment and are compliant with state and federal statutes. The employee policies are posted on the College's intranet https://intranet.RhodesState.edu/departments/human_resources/emp_pols.asp.

Information regarding the employee policies, however, is not consistently published within and across all employee policy and procedures manuals. The College is working on a process to update and align all policies within its policy and procedures manuals Rhodesside Assistance Intervention #11 (RD105).

The Office of Human Resources works with the President to ensure equity of treatment for prospective, new, and current employees. Screening committee procedures are published (RD78-Search Guidelines and Employment Procedures) and provided to every person serving on a screening committee. The College follows the Equal Employment Opportunity Commission regulations. Any complaints are filed with the Director of Human Resources and a formal grievance policy is used to address the grievance. Employee policies and procedures are applied fairly and consistently across all areas of the College. Integrity is evidenced in that no formal complaints or grievances have been filed against the College for unfair practice or treatment.

Student Policy Compliance

Student policies and procedures are documented in the current RSC Catalog and Student Handbooks. These policies reflect the student rights and responsibilities. As with employee policies, student policies require a systematic review and revision cycle. Student policies contained in the RSC Catalog are reviewed every year during its revision. A student policy review schedule is being developed as part of Rhodesside Assistance Intervention #11 (RD105).

The College adheres to the Family Educational Rights and Privacy Act (FERPA) in the management of student records and to the tenets of the Student Right to Know Act. Every fall quarter, an electronic communication is sent to students informing them of their rights under FERPA (FERPA Notification). Training is provided to employees who access student information.

Student policies and procedures are consistently applied fairly as indicated through the records maintained in the Office of the Vice President for Student Affairs. For example, the RSC Code of Student Conduct details expectations and due process governing student behavior and the Student Grievance Policy details the procedures and due process for resolution of student complaints (RD17-2007-2008 RSC Catalog, pp. 247–265). The Office of the VPSA maintains a log that tracks the progress of each investigation for the code of conduct and for a student's complaint or grievance.

In addition, the academic misconduct procedures are also detailed in the catalog, and documented tracking of those hearing proceedings is maintained in the Office of the Vice President for Academic Affairs. The timeliness of addressing these matters is documented by the respective Vice Presidents as falling within the timelines specified in the procedures. Integrity is also evidenced by the fact that no students have filed grievances over process violations since the previous HLC Comprehensive visit

General Policy, Guidelines, and Procedures

The Office of Safety and Security adheres to local, state, and federal policies in providing services to employees and students. These are communicated in the RSC Catalog and on the College's internet http://www.RhodesState.edu/departments/campus_security/sexoffendlist.asp. Information on compliance is detailed in the Chapter 6.

Ensuring the health and safety of employees and students is a priority. The College follows the Occupational Safety and Health Administration (OSHA) regulations and The Americans with Disabilities Act as applicable... In 2006-2007, RSC began collaboration with OSU-L to develop a new Emergency Operations and Evacuation Plan (RD59).

Publications

College publications are expected to reflect accurately the College's programs and services to its constituencies. The primary College publications include the catalog, view book, F.Y.I. sheets, schedules, and the RSC Website.

Publicized policies or procedures contained in the RSC Catalog are reviewed annually and updated as necessary. The website, however, has not been systematically maintained, and some of the information is outdated. A Rhodesside Assistance Intervention #11 (RD105) was initiated to address this issue.

Contractual Agreements

Maintaining compliance for contractual agreements with external constituents is described in the operating procedures of the College and aligned with the local, state, and federal regulations. Many contractual and partnership agreements are established and maintained for student clinical sites, construction, consulting services, grants, and other business and industry partnerships. All contracts are reviewed by the Attorney General's Office, the President, and the Vice President for Business. Clinical sites, construction, consulting services, and other business and industry partnerships, and grants requiring institutional financial commitment are also signed by the VP for Business.

Integrity of Co-Curricular and Auxiliary Activities

1e-5: The organizations structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.

Ohio's co-located campus model is unique. Satellite campuses of major universities (OSU, Ohio University, and Kent State University) share a campus with a technical college in order to enable operational efficiencies. How the paradigm is operationalized varies from one campus to another. RSC shares its campus with OSU-L; the configuration of that campus sharing is determined by a negotiated cost-share agreement. The current agreement was re-negotiated most recently in 1992. Although it is supposed to be operationally reviewed on an annual basis, this has not consistently taken place. The cost share agreement is intended to enable RSC to fulfill its mission more efficiently through the sharing of specified services. However, over time, and with rapid growth, RSC now bears approximately 70% of the costs for the shared services. Additionally, management of six out of the ten shared services reports to OSU-L, making it difficult to influence decisions on how RSC's 70% in financial support will be spent. These services and reporting structures are included in **Table 1-6**:

Table 1-6: Cost Shared Services and Reporting Structure

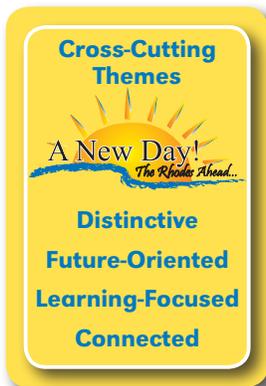| Cost-Shared Service	Institutional Reporting Structure
Student Activities	OSU-L
Student Athletics	OSU-L
Room Scheduling	RSC
Library	OSU-L
Food Services	OSU-L
Physical Plant	OSU-L
Book Store	RSC
Maintenance	OSU-L
Duplication Services & Mail Services	RSC
Campus Security	RSC

Source: Office of Human Resources

A 2004 study mandated by Ohio House Bill 95 required the Ohio Board of Regents to review the operation and effectiveness of the co-located university branch campuses and technical colleges. Included in this review were reports from community leaders who concluded that:

- The co-located campuses have distinct and important missions and the presence of both in the community is an asset rather than a liability.

- The campuses viewed either collectively or individually are effective and efficient and that merging would most likely not result in noticeable savings (Agenda Item 3.7, Co-located Campuses Review Project; June, 2004; http://regents.ohio.gov/board_meetings/bdmeet/jun04/agd3-7.pdf).

More recently, during 2007-2008 a series of Board-to-Board meetings was held between RSC and OSU-L to review the cost-share agreement. As RSC grows, the portion of the cost increases, requiring RSC to contribute even more to areas over which they exercise no management control. Thus, the structure for ensuring integrity of auxiliary and co-curricular activities is limited by this agreement. At this writing, the cost-share agreement review has not been completed.

Summary of Criterion 1

Cross-Cutting Themes

A New Day!
The Rhodes Ahead...

Distinctive
Future-Oriented
Learning-Focused
Connected

Strengths

- RSC upholds and protects its **integrity** through **accountability** audits of both its legal and fiscal stewardship. Distinctive

- Institutional mission documents are clear, **unambiguous**, and **distinctive**, articulating a commitment to diversity. Distinctive

- Mission documents publicly articulate the College's **mission-driven** commitments to a **broad and diverse constituency** in multiple venues. Future-Oriented; Distinctive

- RSC demonstrates its **distinctive** nature through a precise set of definitions for mission criteria, measured through key performance indicators. Distinctive

- **Institutional mission** documents are reviewed annually through the **continuous improvement** cycle for Strategic and Institutional Effectiveness Planning. Future-Oriented

- Understanding, support, and **commitment** to the RSC Mission by the Board, Administration, Faculty, Staff and students are evidenced throughout the College. Distinctive

- The system documents **self-assessment** and **evaluation** of Institutional Effectiveness demonstrates the ability of the College to fulfill its mission. Distinctive

- Administrative and the newly designed governance structures promote a commitment to effective leadership, **collaborative processes,** and **inclusiveness in decision-making,** strengthening communications. Connected

- RSC demonstrates through its policies, intended outcomes, and actions that it is committed to its **vision and value**s and is **driven by its mission.** Future-Oriented

- The assessment-based **continuous improvement** of general education, technical competencies, life-long learning and developmental education **strengthens organizational learning** and **mission achievement.** Learning-Focused

Challenges

- Inconsistency in use of the RSC Mission Statement on campus, in College publications, and on the internet, does not make the statement readily visible to the public.

- Solutions, etc… branding does not include the RSC Mission Statement, resulting in an unclear affiliation with RSC.

- Oversight and quality control for use, review, and revision of mission statements is not centralized.

- Changes to mission documents are not systematically updated in policies, manuals, and website materials and not all students, faculty, and staff are aware of their location.

- Institutional committees have not been part of a College-wide governance structure, creating the potential for communication issues and lack of transparency of institutional decisions.

- RSC is contributing the majority of funding toward many of the cost-shared areas yet with limited or no control of those areas of operation. This is a growing concern for RSC Administration as it strives to manage resources efficiently to achieve and advance the RSC mission.

Opportunities

- A shared-governance structure will strengthen transparency of governance decisions.

- A Rhodesside Assistance Intervention #11 (RD105) was initiated to develop a centralized, systematic process for policy maintenance that will strengthen compliance.

- Adoption of quality control for development and communication of the College Vision and Mission Statement and unit mission statements can ensure understanding and alignment of institutional and unit missions.

- Through the 2008 Branding and Marketing initiative, RSC's mission can be more prominently displayed on the College home page and on signage throughout the campus, reinforcing its importance to constituencies.